



Pendle Community High School & College PSHE Policy

Document Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Personal Social Health and Economic Education (PSHE). The policy draws together Government guidance supported by the PSHE Association guidelines and statutory content, as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values. The policy seeks to address the individual learning needs of our pupils and sets out a framework within which teaching staff can operate. For guidance on planning, teaching and assessment, this policy should be read in conjunction with the Scheme(s) of Learning for PSHE which sets out in detail what pupils in different Key Stages and in different ability ranges will be taught.

This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

Audience

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the school network. A copy of this policy is also available to parents via the school website.

Overview and Aims (Intent)

At Pendle Community High School & College, PSHE aims to give pupils the opportunity to develop knowledge, skills and understanding to support them to be more confident, healthy and to live increasingly independent lives within their own parameters. We want our pupils to become successful members of the wider community and actively promote inclusive educational opportunities. Learners are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing, to the best of their ability, to the life of the school and the community.

Personal, Social, Health and Economic (PSHE) education is an important and necessary part of all pupils' education and promotes SMSC development. The PSHE programme should equip pupils with an increased understanding of risk and improved knowledge and skills necessary to make safe and informed decisions. This programme should build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education and the importance of physical activity and diet for a healthy lifestyle.

In PSHE, we intend to improve pupils' knowledge and awareness so they have confidence in their own thoughts and believe that anything is possible if they put their minds to it. We promote respect and tolerance for ourselves and for those who choose to live their lives differently. We support the development of the pupils' self-esteem, emotional wellbeing and resilience and aim to help pupils to form and maintain worthwhile and positive relationships. Maintaining safety and being healthy is a high priority, and we aim to equip pupils, where possible, to make more informed decisions or be involved in decisions that are made about their lives. Pupils will be taught to develop key character skills, including decision making, informed risk taking, good communication, and self-regulation strategies.

PSHE also helps to give pupils a solid foundation to approach whatever challenges or opportunities lie ahead and to become more informed, active and responsible citizens. Encouraging pupils to show respect for themselves and each other, paying particular regard to the relevant protected characteristics in the Equality Act 2010.

We encourage the exploration of, and respect for, values held by different cultures and groups within our local community, and promote the development of positive attitudes. We encourage honesty and respect in all relationships, and nurture sensitivity to the needs and feelings of others. We aim to enable children to develop a deepening knowledge of their health and wellbeing, including their mental and physical health. We aim to equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty. Within their capabilities we prepare pupils for their adult pathways, including its decisions, responsibilities, experiences and opportunities, and to allow pupils to develop fully as emotional, mature human beings.

The PSHE programme is broad and balanced with cross curricular links, sets high expectations and is designed to provide appropriate challenge to all pupils.

Cultural capital

The PSHE policy at Pendle Community High School and College has been designed to follow and meet the needs of statutory guidance as well as supporting the 4 key drivers of our curriculum intent; being safe, having positive health and wellbeing, gaining independence and improving communication including social interaction. Through these we set out the knowledge, skills and understanding that our pupils of different abilities are expected to gain.

In addition, the PSHE programme is supplemented with a range of activities designed to enrich the learning experience of all of our pupils, furthering their knowledge and understanding of the world around them and preparing them for life beyond school. These opportunities include but are not limited to:

- Visits – e.g. Eureka, shops, banks, work places
- Invited speakers i.e. nurses, care workers, connect and respect workshops
- Careers weeks
- Whole school events e.g. Safer internet day, Remembrance day, charity events, assemblies
- First Aid training
- Fundraising
- Whole school celebrations i.e. Royal weddings, coronations etc.

Implementation

The approach to the subject at PCHS & C is to provide a safe and supportive learning environment where learners can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives. PSHE is embedded across the curriculum and through positive pastoral relationships. It is also taught as a discrete subject, along with Citizenship and RSE.

The statutory and broader PSHE curriculum is taught in topics and repeated throughout Key Stages 3 and 4 to scaffold knowledge and develop pupils' awareness in line with their cognitive abilities and maturity. To ensure teaching is effective, the topics are broken down so that they can be clearly communicated to pupils, in a carefully sequenced way. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations.

Independent learners are encouraged to be inquisitive, ask questions and work independently researching topics being covered. The curriculum is designed to provide challenge and all activities will be appropriately matched for individual learning, as well as encouraging problem solving, teamwork and discovery of the world around them.

Supported and experiential learners follow a thematic approach, where many areas of the curriculum are connected and integrated within a theme. These classes work in smaller groups whose learning is met primarily through experiences and activities which are multi-sensory and stimulate learning through kinaesthetic approaches and are supported through structure and routines. This curriculum is used to enhance early learning and development in pupils across school who present with sensory issues and those who learn best via a highly experiential, multi-sensory approach.

PSHE is well resourced and specific resources are mapped to specific groups and topics to support effective teaching and learning. In lessons, we use a range of resources, including puberty dolls, resuscitation manikins, first aid kits, packaging for medicine and alcohol to support practical opportunities to learn and promote enquiry.

In KS4, PSHE continues to follow the above guidance and is accredited through the AQA Unit Award pathway including topics on: Drugs education, Sex and relationship education, Emotional wellbeing, Healthy lifestyles, Making informed career choices, Introduction to diversity, prejudice and discrimination.

Meeting the needs of all pupils within PSHE

Pupils at Pendle Community High School & College have Moderate, Severe and / or Profound and Multiple Learning Difficulties including other associated difficulties such as Autism, Multi-Sensory, Visual & Hearing Impairment(s). All pupils access a wide range of learning opportunities within PSHE e.g. pupils with the most complex learning needs teaching and learning is based upon an immersive, multi-sensory and thematic approach.

Time Allocation / Cross-Curricular Links

PSHE at PCHS is taught as discrete lessons, with Key Stage 3 having a single lesson a week and Key Stage 4 two lessons a week.

This subject affords opportunities to link to other curriculum areas such as:

Literacy	Speaking and listening to each other, sharing own experiences and opinions. Recording information for external accreditation, writing poems around the topic. Reading instructions on packages. Reading and following directions on prescriptions
Numeracy	Recognising coins and the uses of money. Sequencing bottles through alcohol percentages, number songs related to counting, numbers sequencing forwards and backwards. Role play banks and shops, exchanging coins for items. Classifying drugs into Class A, B,C. Looking at the cost of setting up homes adding up money amounts, looking at the financial implications of having a baby
Digital Literacy	Creating a power point presentation linked to discrimination / smoking/alcohol. Independent research exploring topics. Looking at how the media influences lifestyles. Using the iPad / camera to record work. Interactive webinar First Aid with St John's Ambulance
Cooking	Healthy eating, identifying healthy / unhealthy foods. Planning healthy lunch boxes, comparing different foods and packaging
Science	Life cycles, human reproduction, puberty, pregnancy, care of the environment, nutrition
History	Life cycles, family trees. Role play and biography of Rosa Parks. Women's rights – suffragettes. Changes of roles over the years
Careers/ Voc Ed	Exploring a career choice that matches their own strengths, Healthy lifestyles exploring reasons why personal hygiene is important
Geography	Exploring a new school environment, using maps to find rooms. Sun safety awareness and dangers. Exploring what to do in case of fire – fire escape routes
Art	Creating a packaging or product using different media, designing posters to promote health and safety
PE	The effect that exercise has initially on the body. Importance of showering after exercise
RE	Exploring different cultures, beliefs and how prejudice, discrimination and bullying can effect a person

Impact

The impact of a strong and relevant PSHE programme has lifelong benefits for pupils. Pupils will be better equipped to embrace the challenges of creating a happy and successful adult life. Pupils will have an improved awareness and knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils will demonstrate increased resilience, know how to access support and when to ask for help. They will have developed skills, had encounters with a variety of work-related opportunities and will have a better understanding of how to be responsible citizens in the future.

The high quality, evidence-based and age / cognitive-appropriate teaching of PHSE will support pupils' spiritual, moral, social, cultural, mental and physical development both during their time at school and in wider society. Pupils will have a better understanding and awareness of British values: Democracy, Rule of Law, Respect and Tolerance and Individual Liberty.

Teachers have high expectations and evidence of this is demonstrated in progress data and KS4 accreditation results. Impact is also recognised in pupils' contributions, questions and enthusiasm in lessons, participation in themed days and assemblies where pupils demonstrate what they know and remember using appropriate vocabulary.

Pupils further develop their abilities in the 4 key drivers of the curriculum as well as improving writing, reading and enquiry skills. Some pupils will become more confident in analysing their own work and expressing views and opinions of the world around them. The depth of knowledge that pupils will attain will vary but all will demonstrate progress from their individual starting points.

Pupils will have also learnt about careers and related work opportunities that are accessible for them in the local and wider community. This is enhanced by visitors to school and educational visits which provide opportunities for further relevant and contextual learning.

Assessment, Recording and Feedback

Teachers record progression with evidence and levels of mastery through the school's online data recording system which allows all teachers access to cross curricular targets from other subjects. Staff have a good knowledge of the strengths and areas for development of individual pupils. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment of small step targets which are related to previous National curriculum and P scales descriptors
- External assessment leading to nationally recognised accreditation.
- The monitoring and evaluation of Individual Education Plans (IEPs) and individual objectives, target planning and recording.

In addition, summative information can be found through:

- End of Key Stage 4 Record of Achievements and accreditation
- The Annual Review of a learner's Education, Health & Care Plan.
- The annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular parents' evenings.
- Comments and input from parents and other professionals.

Annotation and Feedback

Student work (be it digital or physical form) should be named, dated and annotated by staff. This annotation should include achievements, level of independence and any staff input. This is done in accordance with the annotation & marking policy and will inform future lessons and provide evidence towards student assessment progress on Onwards and Upwards.

Verbal feedback is provided constantly by staff to support and allow the student to gauge their progress and success immediately. This allows students to learn from errors/ misconceptions and to make appropriate adjustments in their learning. Verbal feedback must be appropriate to the level and understanding of the learner. Staff regularly inform the teacher as to the level of independence and mastery of targets throughout the lesson and all these contribute to supporting the staff team and teacher to fully monitor, evaluate and record pupils' progress

Role of the Subject Leader

The subject leader's responsibilities are to:

- ensure a high profile of the subject in both the independent curriculum and the thematic approach
- ensure a full range of relevant and effective resources are available to enhance and support learning and for providing a regularly updated audit of resources planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.
- model the teaching of PSHE
- ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and relevant to each child's start and end points.
- monitor data, books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- monitor planning and oversee the teaching of PSHE
- lead further improvement in and development of the subject as informed by effective subject audits and colleague feedback
- ensure that the PSHE curriculum has a positive effect on all pupils with SEND
- ensure that the PSHE curriculum takes account of the school's curriculum drivers which promote independence, communication, being safe and positive physical and mental health & wellbeing.
- ensure that the curriculum takes account of the school's context and promotes children's pride in the local area and, where possible provides access to positive role models from the local area to enhance the PSHE curriculum
- ensure that approaches are informed by and in line with current identified good practice and pedagogy; to network and maintain existing links with clusters or individuals with specialist expertise, and take advantage of regular opportunities for professional development to enrich and improve teaching and learning in PSHE
- have a general responsibility for LA and Schools Safety Policies within their subject area and be directly responsible to the headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area of work. E.g. safe handling of bottles, risk assessments for associated educational visits.

Appendices:

- Subject Maps for Key Stages 3 & 4
- Schemes of Learning

Links with other policies

- Curriculum Policy
- Citizenship Policy
- RSE Policy
- Annotation and Marking policy
- Autism Policy
- Intensive Interaction Policy
- AAC Policy
- Total Communication Policy
- Online Safety Policy
- Health & Safety policy for subjects

This is not an exclusive list of policies and should not indicate to the reader that there are no other policies relevant to the understanding of best practice within our learning community.

Policy updated:	September 2024
Policy approved by governors:	October 2024
Review Date:	September 2025
Signed: T Ashton, Chair of Governors	
Signed: D Grogan, Head Teacher	



Pendle Community High School & College Relationships and Sex Education Policy

Document Purpose

This policy reflects the school values and philosophy concerning the teaching and learning of Relationship and Sex Education (RSE). The policy draws together statutory guidance as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values.

The policy seeks to address the individual learning needs of our pupils and sets out a framework within which teaching staff can operate.

For guidance on planning, teaching and assessment, this policy should be read in conjunction with the Scheme(s) of Learning for PSHE, which sets out in detail what pupils in different Key Stages and in different ability ranges will be taught.

This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

As a maintained secondary special school, we must provide RSE to all pupils. In particular, we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. The Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, made Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

Audience

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the school network. A copy of this policy is also available to parents via the school website.

Overview and Aims (Intent)

At Pendle Community High School & College, Relationships and Sex Education (RSE) provides a framework in which sensitive discussions can take place. Pupils will revisit learning around puberty including the correct vocabulary to describe themselves and their bodies and aims to develop pupils' knowledge of sexual development and the importance of health and hygiene. Through the creation of a positive culture around issues of sexuality and relationships the curriculum supports pupils to develop self-respect, confidence, and empowerment around issues of informed consent. It also aims to support pupils to gain the knowledge, skills and understanding they need to lead healthy lives and better prepares them for adulthood.

The RSE curriculum aims to ensure that all pupils get opportunities to

- know that as individuals, we depend on family, school and society.
- use appropriate behaviour, according to the situation.
- relate positively to others.
- begin to exercise personal responsibility and initiative.

- enable learners to value, respect and be proud of their own cultural background and understand the traditions of other cultures.
- recognise and challenge stereotypes and discrimination.
- understand the difference between right and wrong.
- make informed choices about health and wellbeing matters, including emotional health and wellbeing and sexual health.
- develop and maintain a variety of healthy relationships within a range of social/ cultural contexts
- begin to understand the concept of consent in a variety of contexts, including in sexual relationships.
- respect equality and be a productive member of a diverse community.
- understand and recognise the risks of negative relationships, including all forms of bullying, abuse, sexual and other violence, including online encounters.
- identify and access appropriate help, advice and support.
- begin to recognise how the media TV, newspapers, magazines, celebrities can influence the choices that they may make.
- identify and recognise how relationships can change over time.
- support learners to recognise and manage emotions within a range of relationships.
- work at a level appropriate to their ability using a variety of suitable materials within their key stage or from an earlier one if deemed appropriate.

Cultural Capital

The RSE policy at Pendle Community High School and College has been designed to follow and meet the needs of the National Curriculum Programmes of Study as well as supporting the 4 key drivers of our curriculum intent; being safe, having positive health and wellbeing, gaining independence and improving communication including social interaction. Through these we set out the knowledge, skills and understanding that our pupils of different abilities are expected to gain.

In addition, the RSE curriculum is supplemented with a range of activities designed to enrich the learning experience of all of our pupils, furthering their knowledge and understanding of the world around them and preparing them for life beyond school. These opportunities include but are not limited to:

- Outside speakers
- Working with local and national community partners delivering workshops e.g Connect and Respect Healthy relationships programme, Small Steps Programme, sexual health nurses.
- Virtual babies
- Special needs school nurse assemblies and group sessions

Implementation

In Key Stage 3 Relationships education focusses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In Key Stage 4 Relationship and Sex Education focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life, taking great care to ensure that there is no stigmatisation of children based on their home circumstances. Teaching will also acknowledge that families can include single-parent families, lesbian, gay, bisexual or transgender (LGBT) parents, families headed by grandparents, adoptive parents, foster parents/ carers amongst other structures along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The approach to the Relationship and Sex Education (RSE) at PCHS & C allows learners to find out more about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age-appropriate and sensitive way in line with their cognitive ability. It offers learners essential skills for building positive, respectful, non-exploitative relationships and staying safe both on and offline.

All aspects are taught as part of the PSHE planned programme of study. Additional support is available from the school nurse for those learners identified as requiring 1-1 or needing small group support in specific areas. The special needs school nurse supports RSE by delivering aspects of this programme as an addition to the curriculum taught aspects.

The Relationship and Sex Education curriculum is monitored by the governor responsible for PSHE who ensures that teaching is delivered in ways that are accessible to all pupils with SEND; that clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and that the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

At PCHS it is acknowledged that parents have the `right to withdraw` their child from the non-statutory/non-science components of sex education within RSE up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The

Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

Meeting the needs of all pupils within RSE

Pupils at Pendle Community High School & College have Moderate, Severe and / or Profound and Multiple Learning Difficulties including other associated difficulties such as Autism, Multi-Sensory, Visual & Hearing Impairment(s). All pupils access a wide range of learning opportunities within RSE e.g. pupils with the most complex learning needs teaching and learning is based upon an immersive, multi-sensory and thematic approach.

Time Allocation / Cross-Curricular Links

The subject of RSE is allocated time alongside PSHE to provide all pupils with a curriculum which is appropriate for their needs. This subject affords opportunities to link to other curriculum areas such as:

Literacy	Discussions, sharing own experiences. Recording information for external accreditation. Using labels.
Numeracy	Counting days in a menstrual cycle. Age-related numbers linked to the law, sequence stages of development.
Computing and ICT	Online reinforcement through the use of the internet, social media, YouTube etc.
Science	Life cycles, puberty, stages of pregnancy
Careers/ Voc Ed	The different relationships within a work environment.

Impact

The impact of RSE is lifelong for pupils to be more prepared for the challenges of adult life and for pupils to develop awareness and knowledge that will begin to support them to make informed decisions about their wellbeing, health and relationships. Everyone faces difficult situations in their lives. This subject aims to support young people to build resilience, know-how and when to ask for help, and know where to access support.

The high quality, evidence-based and age / cognitive-appropriate teaching of PSHE will support pupils' spiritual, moral, social, cultural, mental and physical development both during their time at school and in wider society. It will also promote British values: Democracy, Rule of Law, Respect and Tolerance and Individual Liberty.

Pupils further develop their abilities in the 4 key drivers of the curriculum as well as improving their enquiry skills. The depth of knowledge that pupils will attain will vary but all will demonstrate progress from their individual starting points.

Impact is also recognised in pupils' contributions, questions and enthusiasm in lessons, participation in themed days and assemblies where pupils demonstrate what they know and remember. Pupils will have opportunities to demonstrate their growing knowledge and understanding through accreditation at Key Stage 4. The RSE curriculum will support pupils to achieve AQA unit awards on related topics of study.

Assessment, Recording and Feedback

Teachers record progression with evidence and levels of mastery through the school's online data recording system which allows all teachers access to cross curricular targets from other subjects. Staff have a good knowledge of the strengths and areas for development of individual pupils. From this, accurate

judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment of small step targets which are related to previous National curriculum and P scales descriptors.
- External assessment leading to nationally recognised accreditation.
- The monitoring and evaluation of Individual Education Plans (IEPs) and individual objectives, target planning and recording.

In addition, summative information can be found through:

- End of Key Stage 4 Record of Achievements and accreditation
- the Annual Review of a learner's Education, Health & Care Plan.
- the annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular parents' evenings.
- Comments and input from parents and other professionals.

Annotation and Feedback

Student work (be it digital or physical form) should be named, dated and annotated by staff. This annotation should include achievements, level of independence and any staff input. This is done in accordance with the annotation & marking policy and will inform future lessons and provide evidence towards student assessment progress on Onwards and Upwards.

Verbal feedback is provided constantly by staff to support and allow the student to gauge their progress and success immediately. This allows students to learn from errors/ misconceptions and to make appropriate adjustments in their learning. Verbal feedback must be appropriate to the level and understanding of the learner. Staff regularly inform the teacher as to the level of independence and mastery of targets throughout the lesson and all these contribute to supporting the staff team and teacher to fully monitor, evaluate and record pupils' progress.

Role of the Subject Leader

The subject leader's responsibilities are to:

- ensure a high profile of the subject in both the independent curriculum and the thematic approach
- ensure a full range of relevant and effective resources are available to enhance and support learning and for providing a regularly updated audit of resources planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.
- model the teaching of RSE
- ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and relevant to each child's start and end points.

- monitor PSHE data, books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- monitor planning and oversee the teaching of RSE
- lead further improvement in and development of the subject as informed by effective subject audits and colleague feedback
- ensure that the RSE curriculum has a positive effect on all pupils with SEND
- ensure that the RSE curriculum takes account of the school's curriculum drivers which promote independence, communication, being safe and positive physical and mental health & wellbeing.
- ensure that the curriculum takes account of the school's context and promotes children's pride in the local area and, where possible provides access to positive role models from the local area to enhance the RSE curriculum
- ensure that approaches are informed by and in line with current identified good practice and pedagogy; to network and maintain existing links with clusters or individuals with specialist expertise, and take advantage of regular opportunities for professional development to enrich and improve teaching and learning in RSE
- have a general responsibility for LA and Schools Safety Policies within their subject area and be directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area of work e.g., conducting risk assessments for the subject and associated educational visits.


Appendices:

1. Subject Maps for Key Stages 3 & 4
2. Schemes of Learning (PSHE related schemes)

Links with other policies

- Curriculum Policy
- Annotation and Marking policy
- Autism Policy
- Intensive Interaction Policy
- AAC Policy
- Total Communication Policy
- Online Safety Policy
- Health & Safety policy appendix for subjects

This is not an exclusive list of policies and should not indicate to the reader that there are no other policies relevant to the understanding of best practice within our learning community.

Policy updated:	September 2024
Policy approved by governors:	October 2024
Review Date:	September 2025
Signed: T Ashton, Chair of Governors	
Signed: D Grogan, Head Teacher	